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ABSTRACT

This publication describes the developmental process and the modules and achievement tests developed by the project, Family and Community Services--Preparation for New and Emerging Occupational Roles. It also offers suggestions for use of the secondary-level occupational education modules designed to help home economics teachers in developing a course or parts of a course to prepare para-professionals and/or aides and to provide a base for more advanced careers in the Family and Community Services cluster of occupations. A summary is provided of the 14 modules, which are intended as resources for curriculum development, not for use in their entirety. (Module 1, Securing Employment, is available only from the Government Printing Office.) A cumulative bibliography lists resources located by the project through its four years of operation (1977-81). (YLB)

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ED203102

Family and Community Services

Occupational Curriculum Resources

DEVELOPMENT AND OVERVIEW of MODULES AND EXAMINATIONS with SUGGESTIONS FOR USE

Project Director : Beatrice Petrich (Author)
Project Consultant : Elaine Staaland
Research Assistants : Doreen Gross
Mary Mooney-Schoff
Richard Glotzer
Teaching Assistants : Mary Hallquist
Elizabeth Scannell
Student Help : Alice Lonsway
Melinda Earleywine
Typist : Isla Kunde

Department of Continuing and Vocational Education
School of Family Resources and Consumer Sciences
University of Wisconsin-Madison

Department of Public Instruction
State of Wisconsin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Catherine L. Stehly, Ed.D., Assistant Superintendent

Dear Colleague:

It is our pleasure to participate in sharing the curriculum modules with achievement tests resulting from the project: Family and Community Services - Preparation for New and Emerging Occupational Roles. Dr. Beatrice Petrich, Project Director, Home Economics Education, University of Wisconsin-Madison, in cooperation with the Department of Public Instruction and local district teachers developed and field tested the curriculum modules. Following the field tests, they revised the modules and tests for publication.

The first project activity was a two week summer workshop (June, 1977) for home economics teachers who were committed to investigating and developing a family and community services program for students in their district. Dr. Petrich, in writing her first communications to the teacher participants said, "The total concept of family and community services is a large and exciting one. We are hoping that these two weeks together will produce some new ideas, some very practical applications for your community, and some actual curriculum and teaching materials". In the three years following this initial communication, local home economics teachers with assistance from the project staff have not only increased student participation in family and community services programs, but also have assisted other school districts to initiate a program.

The Family and Community Services program includes many new and emerging occupations. High School students interested in jobs which provide services to family members within the home and within public and private institutions have, as a result of this project, an opportunity to begin to study and prepare for these occupations. The curriculum modules will assist school district personnel, including the home economics teacher, to explore the possibility of adding a family and community services occupational program to their home economics department offerings.

Our sincere appreciation is extended to Dr. Petrich and to the pilot school home economics teachers. Their time commitment, expertise, and experiences contributed to the successful initiation of family and community services programs in Wisconsin.

Sincerely,

T. Elaine Stakland

Nina Jo Look

T. Elaine Stakland, Supervisor
Home Economics Education

Dr. Nina Jo Look, Supervisor
Home Economics Education

125 South Webster Street, Madison, Wisconsin 53702

Family and Community Services Occupational Curriculum Resources

As America moves into the 1980's, there will be an increasing need for persons to work in the human services occupations. There will be greater emphasis on the broad fields of home health care, community services for the handicapped and elderly, and for supplying the special needs that families sometimes have. Employment opportunities in these fields are now developing and there will be opportunities for persons with a variety of skill levels.

It is important therefore, that we as Home Economists continue to help young people acquire the skills they need to become happy and productive members of their families and communities. Home Economics, with its long history of commitment to the development of youth, the family, and a compassionate view of the less fortunate; is in a unique position to guide students into new vocational areas. We feel that the Family and Community Services Project helps to do just that: serve the people of Wisconsin through Home Economics.

BASIC ASSUMPTIONS

The quality of family life is closely associated with family and community services.

Since students are going directly from high school to the job market, the quality of life in Wisconsin will be directly affected by occupational training in high school.

The family and society increasingly need human services from the community and many of the associated emerging occupations need exploration and promotion.

Home economics teachers have a unique professional background encompassing cognitive, affective, and psychomotor capabilities in the physical, technical, emotional, and social aspects of the family.

Teacher involvement in curriculum development is necessary for effective dissemination and utilization of the curriculum materials in schools and home economics departments.

Field-testing is a necessary component of curriculum development.

PROJECT PARTICIPANTS

Project Director	- Beatrice Petrich, University of Wisconsin-Madison
Project Consultant	- Elaine Staaland, Wisconsin Department of Public Instruction
Research Assistants	- Doreen Gross
	Mary Mooney-Getoff
	Richard Glotzer
Teaching Assistants	- Mary Hallquist
	Elizabeth Scannell
Student Help	- Alice Lonsway
	Melinda Earleywine
Typist	- Isla Kunde

PILOT SCHOOLS

Teachers	Wisconsin Schools
Inez Campbell	Onalaska High School, Onalaska
Sandy Corwin	Marinette Middle School, Marinette
Sue Dineen	Potosi High School, Potosi
Virginia Edge	Lancaster High School, Lancaster
Maureen Gainey	Barneveld High School, Barneveld
Nancy Haley	Bloomer High School, Bloomer
Sue Jaberg	Oostburg High School, Oostburg
Carmen Lark	Brodhead High School, Brodhead
Jan Sandretti	South Milwaukee High School, South Milwaukee
Sue Sutherland	Fall Creek Middle School, Fall Creek
Mary Swierzynski	South Milwaukee High School, South Milwaukee

TEACHERS ASSISTING WITH PROJECT

Joyce Benson	LaFollette High School, Madison
Suzanne Kahl	Mt. Horeb High School, Mt. Horeb
Vera Riley	Memorial High School, Madison
Linda Zingg	West High School, Madison

DEVELOPMENTAL PROCESS

This was a cooperative project including Department of Public Instruction consultants, University of Wisconsin-Madison Home Economics Education Program Area faculty, Local Vocational Education Coordinators, classroom teachers, and professionals from Human Services and Home Economics content areas.

Phase I, 1977. The beginning function was a concentrated two-week session which was to 1.) provide an atmosphere conducive to intensive, in-depth experiences with experts, other teachers, and available resources, 2.) stimulate establishment of Family and Community Services occupational programs at the secondary level, 3.) identify possible emerging job descriptions in the Family and Community Service cluster, 4.) develop curricular materials for field testing, and 5.) establish ground rules for field testing and evaluating curricular materials. At this time it was decided to develop Curriculum

Modules which could be used individually or in combination with other Modules in an order appropriate for specific local situations.

Phase II, 1977-78. Planning for using the modules was done in the local (pilot) schools. University and Department of Public Instruction personnel visited the schools to assist in planning. The resource collection was broadened and up-dated for use by participating schools and during workshops. A two-day workshop was held on campus in February. Selected films were previewed, teachers shared progress and problems with each other, and modules were revised. A one-week workshop was held in June. At this workshop, teachers, professionals in the human service field, and university personnel reacted to and suggested revisions for twelve modules. Organization of the field-testing was established and evaluation devices were developed and explained.

Phase III, 1978-80. This phase produced edited curriculum materials. Field-testing answered four questions: 1.) Did learners achieve competence in Family and Community Services? 2.) Did learners change attitudes? 3.) Did teachers find modules useful? 4.) Do teachers need special training to utilize the modules. Selected attitude scales were used for pre- and post-testing to determine change in attitude. Achievement tests which were developed as part of the modules were used in the pilot schools and were subjected to item analysis at the University.

During this phase formative evaluation took place. Scores were analyzed and results indicated needs for certain additions and changes. Scores on achievement tests also provided clues for change. Teacher comments and ideas were utilized throughout the development. Teachers also reported ideas and comments collected from cooperating employers as well as pupils. Research results were shared in Wisconsin.

Phase IV, 1980-81. This period was used for final editing. additional data analysis, and reporting at the American Vocational Association meeting in New Orleans. Some short workshops were conducted throughout the state when modules were printed. Also, a copy of the Modules was distributed to each state.

CAREERS AND JOBS

The career ladders and job titles for which this curriculum was planned include a broad spectrum related in general to human services and institutional and household maintenance. An emerging occupational area may be classified as home care, which encompasses both human services and household maintenance.

The career core (Figure 1) indicates the levels of education appropriate for each stage of career development as viewed by the persons involved in this project. These Modules were developed to prepare paraprofessionals and/or aides and to provide a base for more advanced careers in the Family and Community Services (Human Service/Household Maintenance) cluster of occupations. Employment opportunities are explored in Module II, Roles and Responsibilities and throughout the total package of Modules.

THE CAREER CONE

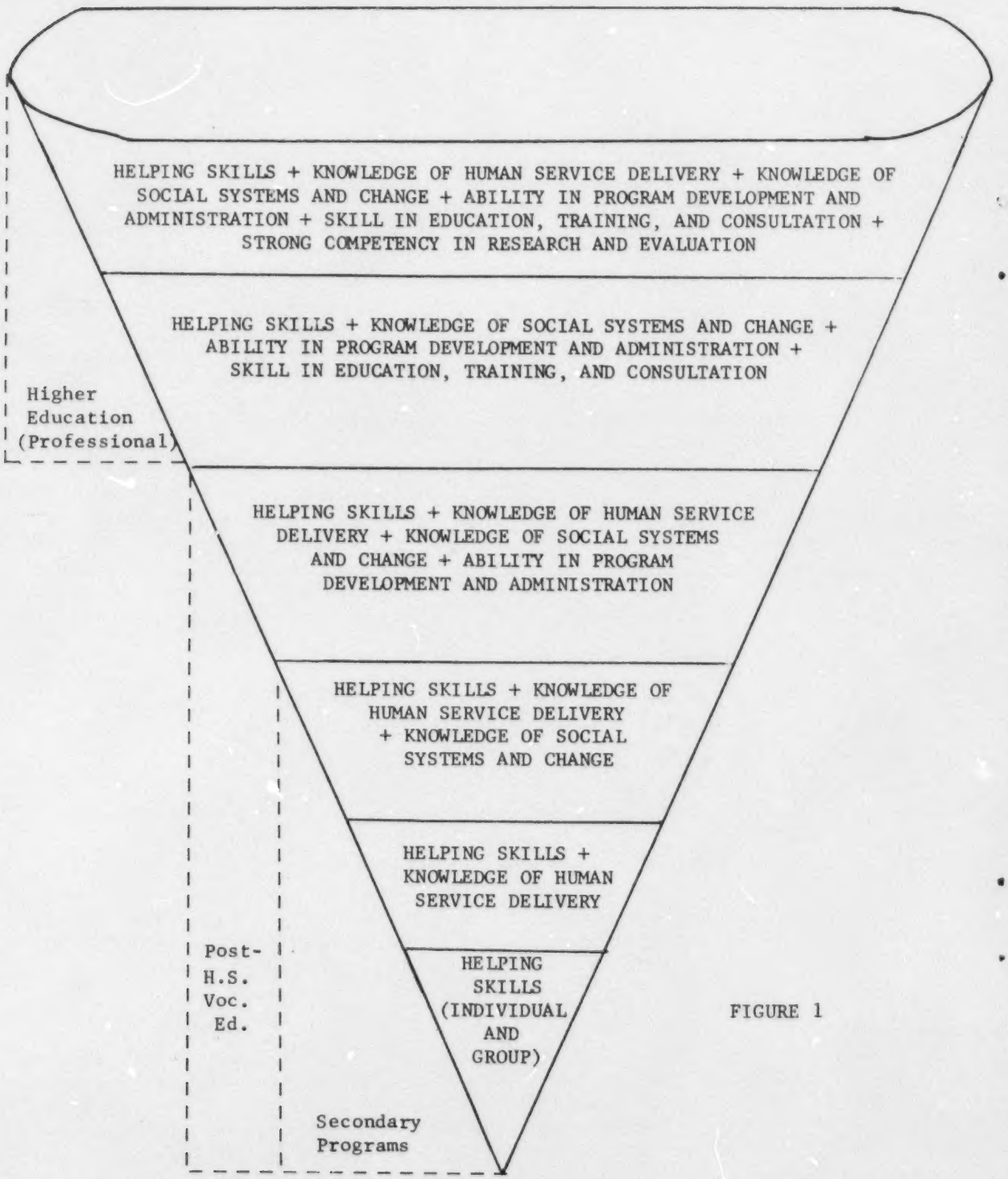
HELPING SKILLS + KNOWLEDGE OF HUMAN SERVICE DELIVERY + KNOWLEDGE OF SOCIAL SYSTEMS AND CHANGE + ABILITY IN PROGRAM DEVELOPMENT AND ADMINISTRATION + SKILL IN EDUCATION, TRAINING, AND CONSULTATION + STRONG COMPETENCY IN RESEARCH AND EVALUATION
HELPING SKILLS + KNOWLEDGE OF SOCIAL SYSTEMS AND CHANGE + ABILITY IN PROGRAM DEVELOPMENT AND ADMINISTRATION + SKILL IN EDUCATION, TRAINING, AND CONSULTATION
Higher Education (Professional)
HELPING SKILLS + KNOWLEDGE OF HUMAN SERVICE DELIVERY + KNOWLEDGE OF SOCIAL SYSTEMS AND CHANGE + ABILITY IN PROGRAM DEVELOPMENT AND ADMINISTRATION
HELPING SKILLS + KNOWLEDGE OF HUMAN SERVICE DELIVERY + KNOWLEDGE OF SOCIAL SYSTEMS AND CHANGE
HELPING SKILLS + KNOWLEDGE OF HUMAN SERVICE DELIVERY
Post-H.S. Voc. Ed.
HELPING SKILLS (INDIVIDUAL AND GROUP)
Secondary Programs

FIGURE 1

from: Lewis, J.A. & Lewis, M.D. Community Counseling: A Human Services Approach. John Wiley & Sons, New York. 1977.

HOW TO USE THE MODULES

The Family and Community Services Occupational Education Modules were developed to give assistance in developing a course or parts of a course tailored for your community and individualized for your pupils. These materials are to be viewed as resources for curriculum development and will very rarely be used in entirety.

Each Module contains competencies, objectives, suggested strategies for student experiences, and references and resources (yellow paper). Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies are in the appendix. The appendix is printed on white paper for easy reproduction in quantities for classes. Some Modules also include references for teacher use (pink). Achievement tests are included with each Module and matrices indicating competencies tested with Bloom's taxonomy level for items are attached.

The Modules have been field-tested in introductory courses as well as in accompanying cooperative work experience. The Modules have been planned to leave a lot of room for the teacher to make her own decisions. However, certain recommendations for use have been developed to assist in your planning:

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the modules will change also.

Some overall reminders are included here:

1. Preview films before showing.
2. Read text before assigning.
3. Order materials and films during school year preceeding the course if possible.
4. Read test items and key before administering test items.
5. Do not use modules as lesson plans.
6. Know your community and students.
7. Utilize resource people.
8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or a Child Development course.

NEEDS ASSESSMENT

Before initiating a Family and Community Services Occupational Program, it may be necessary to determine the feasibility for your community and students. Potential job placement, work stations, student needs, community needs, parent opinions, and administrative support should be explored. Department of Public Instruction and University personnel are able to assist you in needs assessment and planning stages.

CONTINUING EVALUATION

The project participants will continue to evaluate and modify the modules so we hope you will share ideas with us. Written comments are preferred for record keeping, but please call if it's easier. (Beatrice Petrich, 1300 Linden Drive, University of Wisconsin-Madison, Madison, Wisconsin 53706; 608-262-2660)

SUMMARY OF MODULES

MODULE I Securing Employment - This Module is for sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. This Module helps students examine their beliefs about "work," the career ladders and job clusters, be able to apply for jobs, and know relevant laws and regulations. It is a Module which can be used for all home economics related occupations.

MODULE II Self Development and Understanding - Since human service related jobs are so involved with understanding and accepting, it is especially important that students have self understanding and self respect upon which to base their relationships with clients. The Module contains experiences which will help students to have some concept about cooperative employment situations in relationship to in-class work, and to analyze their own characteristics in relationship to employment and to clients. It also provides for exploration of career and work possibilities in Family and Community Services.

MODULE III Roles and Responsibilities in Family and Community Services Occupations - This Module focuses on employer-employee roles as well as relationships with co-workers. Information about laws, regulations, policies, and procedures is also included. The Module emphasizes aspects which relate directly to human services and is not as general as Module I.

MODULE IV Resources, Facilities, and Personnel in Family and Community Services - This Module is designed to help students examine resources which are used to help and serve clients and to become familiar with the variety of resources which institutions and communities utilize to serve people. It also helps students to evaluate the talents and skills they have for helping people and to evaluate those skills in relationship to specific client groups. Time, energy, and money management are related to job competencies and client needs.

MODULE V The Helping Process - The social concept of Helping is explored and student experiences are planned to enable students to practice certain helping skills. Value analysis is an important part of this Module.

MODULE VI Physical, Psycho-Social, and Economic Needs of Various Target Groups - This Module can be modified to coincide with actual cooperative work experiences in your program. It deals with many aspects of client needs and sensitivity of helpers. Actual experiences in planning for specific groups are included. This is an important Module and can be used for any occupational training which involves human relationship.

MODULE VII Care of the Individual - Students are helped to determine needs of clients and to be able to perform care services which are needed. Environment, including economic aspects, is explored in relationship to client well-being. Helping people to develop responsibility for their own health and care is emphasized.

MODULE VIII Decision-making and Management - Concepts are reviewed and applied to Family and Community Services. Efficient use of time and energy on the job is stressed and student values in relationship to client values are explored.

MODULE IX Care of Home, Equipment, and Possessions - Application of skills and actual performance of chores can be as important as the teacher deems necessary in this Module. Students are encouraged to accept the importance of the clients' values and feelings when making decisions about care of possessions and homes. Basic skills are reviewed, but special emphasis is placed on chores which persons with special needs must have done for them.

MODULE X Crises and Emergency - Students are helped to recognize crises and emergencies and to accept their own resources and experiences as a basis for understanding experiences of others. First steps, such as information gathering and basic first-aid procedures are included. Crisis prevention is also explored.

MODULE XI Chemical Dependence - This Module evolved during the curriculum development process as teachers and students became aware that chemical dependence takes many forms for all age groups and that many of the people who were needing help had drug related problems. Basic knowledge of drugs and the effect of use is included and students are encouraged to examine their values in relationship to drug use. Referral and assistance methods for chemically dependent clients are discussed.

MODULE XII The Family: Functions and Structure - This Module also evolved as it became apparent that students were not aware of the wide variety of family forms which exist in society today. Attitude scores and teacher observations reinforced the need for such a Module. Definitions of the family are compared and students are helped to understand various forms, functions, and structures of families. The developmental stages of the family life cycle and lifestyles are explored. Awareness of the aspects of family conflict and the paraprofessional's role in conflict situations are stressed. The relationship of families to other social institutions is also included.

MODULE XIII Death and Dying - Many of the home care and institutional care jobs related to Family and Community Services are directly or indirectly related to death. This Module helps the student to be aware of different kinds of death, stages of emotions, and attitudes toward death. Students have opportunities to express their own feelings also. The role of community institutions related to death and bereavement is included. The relationship of the paraprofessional to families and individuals coping with death and/or bereavement is approached in a pragmatic as well as affective manner.

MODULE XIV Ethics and Morality - This Module is value related and deals with the identification and resolution of morality confusing situations which arise in service occupations. A suggested Code of Ethics for Family and Community Services is included. Discussion of case stories and other experiences are designed to help students be prepared to make decisions based on their own values and rationality, rather than based on the expediency of the moment. There is no achievement test for this Module.

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Beatrice Petrich
Project Director

WI Department of Public Instruction
Elaine Staaland
Home Economics Consultant

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